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European Language Portfolio for Deaf and Hard of Hearing People

LANGUAGE BIOGRAPHY APPENDICES



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Appendix A Language Learning Experiences

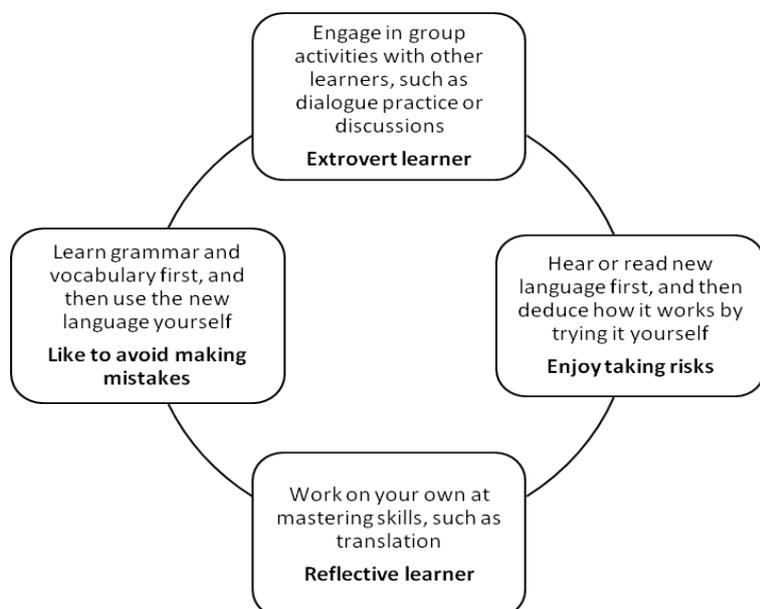
What sort of a language learner am I?

This section *My Language Learning Experiences* is about you and your language learning experiences. If you have lessons with a teacher, it can be useful to know more about your learning preferences – and also to know about different types of learning and teaching activities. The first part is a snapshot of you and your preferences in The Circle of Language Learning Activities. The second part is more detailed, with an extended Learning Activities Quiz.

Learners and Learning Activities

The diagram below shows four main types of learner and typical Language Learning Activities which they prefer. The language learning activities listed might all take place in your classes, or perhaps just a few of them do.

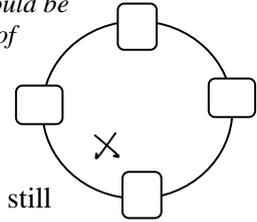
Which activities do you prefer – and why? What type of learner do you think you are?



If you have clear views, you might mark the circle with a cross to show where you would place yourself. If you like every language learning activity that there is, and behave in all the ways described, then your mark would stay in the centre of the circle.

Here is the example of Jan, the partially deaf learner.

Jan is a little shy of working with others and prefers working alone, so the mark would be nearer the bottom than the top. Jan prefers to speak or write only when fairly sure of not making a mistake, so the mark would be more to the left than to the right.



Jan's mark is at about 7 or 8 o'clock.

This is just a quick snapshot of how you feel about language learning, but you can still consider the reasons why you made your choices.

The Learning Activities Quiz below looks at this in more detail.

Learning Activities Quiz

The Quiz looks at the sorts of things you may be asked to do in language lessons and evaluates how you react to various teaching or learning activities when you learn a language.

The Quiz Scale 0 - 5

Use the scale 0 – 5 by choosing the short description which best describes your reaction to an activity. Write your score next to each item in the clear box which will sometimes be in column A, sometimes in column B. Leave all the shaded boxes blank.

0 = greatly dislike – feel threatened by this

1 = dislike

2 = still not satisfactory

3 = just satisfactory

4 = enjoyable

5 = very enjoyable – feel confident in this

Scores

Check your total scores for columns A and B and then check your result. The remarks will help you to get a deeper insight into what sort of a learner you are.

The comments on each score are not meant to label you forever as one type of learner. They are intended to get you to reflect on how you have studied so far and how you may become more effective as a language learner.

You may disagree with some of the suggestions or the profile. This is not a problem. These comments provide the basis for discussion with your teacher on your present strengths and ways in which you can try to develop further.

Learning Activities Quiz

	In class my language tutor....	<i>Enter the score in the clear box</i>	A	B
1	always uses the foreign language expecting me to work out what is being said.			
2	gives regular lists of vocabulary to learn and tests me.			
3	sets a lot of written exercises in class which are marked and discussed.			
4	often gets us to practise oral work in pairs, using a stimulus, e.g. role-play cards.			
5	attaches a lot of importance to translation in lessons.			
6	gives me an imaginary situation, and asks me to write a letter or report based on it.			
7	regularly gives me a recorded listening comprehension exercise or test.			
8	expects me to use a range of linguistic and commonsense strategies to work out the meaning of an unfamiliar foreign language text.			
9	tends to begin a teaching unit with a reading text, which we explore for grammar points.			
10	gets me to write a work-related report for homework.			
11	asks me to read a foreign language text aloud to the class.			
12	uses games as a language teaching technique.			
13	gives gap filling exercises in order to practise grammatical points.			
14	tests my reading comprehension using multiple-choice items.			
15	sometimes asks me to match items e.g. words with pictures as a listening comprehension exercise or test .			
16	records me making a short presentation in the foreign language.			
17	asks me questions about a text using the foreign language.			
18	gives me a difficult text e.g. from a real newspaper and asks me to use logic and contextual clues (e.g. headlines, pictures)to work out the meaning.			
19	outlines a simulated situation (e.g. asking the way)in which I have to play a role.			
20	writes a list of vocabulary on the board and comments on each item before the lesson gets under way.			
21	when marking my written work, ignores some mistakes and focuses instead on a few that he/she wants me to pay special attention to .			
	Total scores for column A and B items		0	0

Scores for Column A

The items in Column A relate to activities that tend to appeal to the sociable risk-taker. Add up the scores for column A. Click on the score or scroll down to see the evaluation.

[Score 0 - 11](#) [Score 12 - 22](#) [Score 23 - 33](#) [Score 34 - 44](#) [Score 45 - 55](#)

Score 0 - 11

If your score totals 0-11 on these items, you may:

- invariably 'play safe' when learning a language.
- always expect vocabulary and grammar and structures to have been formally presented and explained before they are either introduced for listening or reading or used for speaking or writing.
- always tend to prefer working alone and feel uncomfortable working in a pair or group.
- always favour formal, written exercises over informal, oral activities, unless these are highly structured and focused on linguistic points.

Score 12 - 22

If your score totals 12-22 on these items, you may:

- usually 'play safe' when learning a language.
- tend to expect vocabulary and grammar and structures to have been formally presented and explained to you before they are either introduced for listening or reading or used for speaking or writing.
- usually tend to prefer working alone and feel uncomfortable working in a pair or group.
- usually favour formal written exercises over informal, oral activities, unless these are to some extent structured and focused on linguistic points.

Score 23 - 33

If your score totals 23-33 on these items, you may:

- like to feel formally prepared for activities (e.g. some prior vocabulary and grammar input) but not be afraid of making the occasional mistake.
- while expecting some prior explanation, be prepared to draw occasional inferences in listening and reading and take informed chances in speaking and writing.
- be equally at home with private and individual work and interactive learning activities, though may want help from reference sources in the latter. Quite enjoy games as a learning activity.
- be equally at home with simple written and oral tasks as long as these relate to recently learned linguistic points.

Score 34 - 44

If your score totals 34-44 on these items, you may:

- be moderately adventurous about performing tasks in which you draw on prior knowledge that is not always recent. you are not normally deterred by the risk of error.
- be able to tackle receptive and productive language tasks without preparation on topics that are fairly familiar.
- tend to prefer interactive, lifelike tasks and activities to individual work focusing on grammar. Enjoy games.
- tend to prefer lifelike written and oral activities, in which you must rely on a wide range of linguistic knowledge acquired over some time.

Score 45 - 55

If your score totals 45-55 on these items, you may:

- be very adventurous in performing tasks, often with high risk of error. (you are a compulsive risk-taker who is excited by trying out communicative possibilities.)
- be willing to take part in all manner of communicative tasks needing a knowledge of unfamiliar language and subject matter
- much prefer interactive, realistic pair and group tasks over individual and grammar-focused work. Respond very well to games, entering into them in a competitive spirit.
- much prefer realistic written and oral tasks, in which you must rely on a wide range of linguistic knowledge acquired over some time.

Scores for Column B

These items relate to activities that tend to appeal to the quiet 'safe-player'. Add up the scores for column B. Click on the score or scroll down to see the evaluation.

[Score 0 - 10](#) [Score 11 - 20](#) [Score 21 - 30](#) [Score 31 - 40](#) [Score 40 - 50](#)

Score 0 - 10

If your score totals 0-10 on these items, you may:

- invariably take risks rather than check sources when using the language
- attach no importance to mastering vocabulary and grammar when you learn a language
- always tend towards outgoing learning behaviour, e.g. be impatient to get on and conduct a conversation or play a language-related game, but dislike working alone with a textbook
- always prefer informal oral activities to formal, written exercises

Score 11 - 20

If your score totals 11-20 on these items, you may:

- usually take risks rather than check sources when using the language
- attach little importance to mastering vocabulary and grammar in the learning of a language
- typically tend towards outgoing learning behaviour, e.g. be impatient to get on and conduct a conversation or play a language-related game, but be less inclined to work alone with a textbook
- typically tend to prefer informal, oral activities to formal, written exercises

Score 21 - 30

If your score totals 21-30 on these items, you may:

- only occasionally take risks when using the language, and feel a little insecure there is no reference source to help you
- be aware of the value of mastering vocabulary and grammar when you learn a language
- like to combine different ways of learning, e.g. you see the value of 'social' activities that simulate real situations, but also want the activity to be supported e.g. based on recent formal learning or closely directed. Quite enjoy games as a learning activity
- have no particular preference for either informal, oral activities or formal, written exercise

Score 31 - 40

If your score totals 31-40 on these items, you may:

- very rarely take part in a language task unless fairly sure of most of the vocabulary and grammar needed to complete it
- be committed to mastering vocabulary and grammar when learning a language
- tend towards studying on your own, clearly preferring formal individual rote learning of vocabulary or grammar exercises to trying out your knowledge in a simulated real life task
- not respond particularly to games
- tend to prefer formal, written exercises to informal, oral activities

Score 40 - 50

If your score totals 41-50 on these items, you may:

- always insist on researching all vocabulary and grammar needed for a task before being willing to embark on it
- be utterly absorbed by mastering vocabulary and grammar, often finding this as satisfying in its own right as using it in practical tasks
- always rather learn vocabulary by heart and do grammar exercises than apply your knowledge to simulated real life tasks. Find games irritating
- much prefer formal, written exercises to informal, oral activities

Intercultural Experiences

Understanding another culture, and feeling part of it when talking to people who are native speakers of the language, can make learning more enjoyable and help keep you focused.

When you communicate with other learners of the language, or visit areas or communities where the language is commonly spoken, two things may happen. Firstly and perhaps to your surprise, you may notice that things are thought of and done differently; secondly these differences may have an effect on your own way of thinking and on your behaviour in relation to the different culture.

If your thinking and behaviour does change, you will probably find that you deal more effectively with people who belong to that culture. For example, you learn to think in advance what to do or say that will give a good impression or avoid embarrassing misunderstandings. You become aware of what people take very seriously or what they find funny.

As a deaf or hard of hearing learner, your contact with another culture may provide you with insights into how deafness or hearing impairment are regarded or provided for in that culture. For instance the prevailing attitude in different cultures may vary from impatient to highly aware and supportive.

Provision for deaf or hard of hearing people may vary from non-existent to highly sophisticated, both in social welfare and technology. Such knowledge can be valuable in future intercultural contacts. Please record any experiences that have influenced your perception of cultures that differ from your own. These may be purely social or holiday encounters, but ones in which you feel your effectiveness has been enhanced should be given priority.

You are asked (a) to describe your experience – what actually happened; and (b) to say how having this experience helped you be more effective when interacting with people of that culture. Do this for as many different experiences as you think important.

The nature of my intercultural experience

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How my intercultural experience influenced the way I now interact with people of that culture.

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Intercultural Skills

This section deals with your ability to handle intercultural matters. The first part is a self assessment scheme for your intercultural skills. The second part is a checklist of common intercultural issues and situations. You can select what is appropriate for you, change them, and add to them in order to build up your own list of key intercultural points. If you speak more than one foreign language, the issues might be different according to language.

Intercultural Skills – self-assessment

You have recorded what contacts you have had with cultures other than your own and what effect these contacts may have had on you.

In this section, you are invited to think about how effective you can be when in contact with other cultures. Read the descriptors for each of the three levels and mark x in the box below the level that best describes you. Be as honest as possible with yourself and add any notes under the level you have chosen, to explain your self-assessment.

Basic level

I am already willing to interact successfully with people of other cultures.
I tend to pick things up and learn from these as I go along, but haven't yet the experience to work out any system of dealing with intercultural situations in general.
I try to seek advice during or after the event.
I respond to events, rather than planning for them
I am quite tolerant of other values, practices and customs although I might find them odd or surprising and approve or disapprove.

Comments:
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Independent level

As a result of experience and/or training, I am beginning to have a more coherent view of some aspects of intercultural encounters that I used to deal with in a 'one-off' way.
I have a mental 'map' or 'checklists' of likely future situations and am developing my skills to cope with them.
I am now quicker to see familiar patterns in unfamiliar situations and can respond and adapt to them better.
I try to research impending situations in advance, using various reference sources or advice. I can often draw conclusions without having to seek advice.
I find it easier to respond to differences in a neutral way, rather than expressing approval or disapproval.

Comments:
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Proficient level

I now readily apply intuitively many of the skills I was consciously developing at Independent Level. I am constantly ready for situations in which I can exercise my knowledge, judgement and skills and have a large repertoire of strategies for dealing with differences in values, customs and practices among members of a mixed cultural group.

I have a good general knowledge regarding likely situations, but occasionally need to further research or seek expert advice. I not only accept people's entitlement to different perspectives, but am able to put myself in their place and behave so as to minimise hurt or offence.

I can step in when difficulties arise and tactfully support others involved in the situation in understanding each other.

I am confident enough of my position to take a polite stand on certain issues, although I still have respect for differing viewpoints.

Comments:

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Below you may wish to keep a record of developments as they occur or intercultural problems that you are currently reflecting on.

Comments:

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Checklist for Intercultural Awareness

Intercultural competence is often just an extension of common sense, courtesy and consideration, but there can be unsuspected pitfalls.

The following list gives some more concrete examples of factors that may operate when co-operation within a mixed cultural group is sought. These can be cross-checked with the level descriptors above. Examples of intercultural difference that may require you to revise your thinking about, and/or adapt your response to, situations.

- Cultural attitudes vary as to how people respond to age, rank or status, gender etc. What is acceptable in one situation may be seen as disrespectful in another.
- Some cultures attach more importance to the formalities of language, stance, gesture or procedure than others. Errors in, e.g. modes of address, ways of looking, body language and hand gesture can cause offence or appear threatening. Acceptable physical closeness varies greatly between cultures.
- Religious belief and practice can have a bearing on what is acceptable in matters such as diet, dress, working hours or holidays.
- Showing awareness of even simple aspects of the language, history and civilisation of a person of another culture can enhance trust and goodwill.
- Awareness of the cultural background and events leading up to the situation we are in can help us speak and act wisely.
- Those with cultural attitudes and practices different from our own find these as normal and reasonable as we may find them odd and unreasonable.
- Certain attitudes and practices in some cultures are morally distasteful to those of other cultures. Our level of ‘involvement’ – how seriously we feel the need to respond such attitudes and practices – can vary enormously and whether or how to respond may require very mature judgement.
- We may take advantage in a current intercultural encounter of experience gained in a similar, previous one, as long as we are aware of what makes this one different.
- Awareness of potential antagonisms between our own culture and the culture of others, and also between cultures other than our own, can help us exercise proper caution and tact. Such potential conflict areas may be social, religious or racial.
- There is a tendency for every culture to see other cultures as lacking some things or as being better endowed in other, which can lead to either a superior or an envious perception of another culture.
- The way we respond to actual intercultural situations can be enhanced by our having previously researched the other culture(s) through reading or seeking expert briefing.
- We are all aware of stereotypes of people of other cultures. The expectations these raise can sometimes be informative, but are also often misleading, and rarely apply fully to any one individual of the culture in question.
- Different cultures respond differently to ‘otherness, shown for example through national, ethnic, religious, social variations from the norm).
- Physical disability or impairment is a form of ‘otherness’ that may be variously regarded (see above)

Add to this list any guidelines or principles you acquire from experience of working in a multi-cultural situation.

Appendix B

Overview of Skills at all Levels A1 – C2

Reading Skills

This table provides an overview of skills in Reading.

The first section describes conditions and constraints which apply to a deaf or hard or hearing person using a foreign language at any level of ability in Reading.

The next six sections are short summaries of skills in Reading at levels A1, A2, B1, B2, C1 and C2.

The detailed descriptors of competence for these levels of skill are to be found in the Self-assessment scales in the Language Biography.

<p>Reading skills at all levels</p> <p>Reading in a foreign language is particularly difficult if a different script is used. When I read, I might do so slowly and hesitantly, and if I read aloud, my pronunciation might be poor for words or phrases which I have never heard spoken.</p> <p>If I have problems hearing what is said I might change a listening task to a reading task, by asking speakers to write down what they are trying to say to me.</p> <p>In all reading, I might use word lists, phrase books and dictionaries, ranging from simple bi-lingual dictionaries to more difficult dictionaries in the language I am learning, depending on what is available.</p>	
<p>Reading A1</p> <p>Texts at this level are short with everyday words and phrases, with basic information, such as signs, labels, menus, headlines, and short messages.</p> <p>My use of printed materials is limited to words and phrases which are easy to recognise, and I refer to my own notes mainly to help me learn.</p>	<p>Reading A2</p> <p>Texts are quite short and focus on facts and essential information, covering a range of everyday topics, which might include references to popular culture such as singers or television shows.</p> <p>Vocabulary lists and simple are a useful reference tool if I can manage the foreign script, but I sometimes need help with pronunciation.</p>
<p>Reading B1</p> <p>Texts have a variety of purposes, such as explanations, cause and effect, and story-telling, and use a selection of words, grammar and features such as speculation, humour, or references to well-known people or events.</p> <p>Topics include accounts of events affecting people in the news, explanations about events (e.g. local floods, major earthquakes), sport, reports connected with work, and magazines and fiction.</p>	<p>Reading B2</p> <p>My reading covers a wide range of different types of texts (e.g. reports, emails, press, fiction), which contain opinions, arguments and counter-arguments.</p> <p>The texts may refer to songs, myths, novels, poetry or plays that I might be familiar with.</p> <p>If I need to check on words or expressions, I use reference works, dictionaries or handbooks as required.</p>
<p>Reading C1</p> <p>My reading is fluent and covers a wide range of topics, including specialist terms, which I check in reference works with ease if they are new to me.</p> <p>Texts include a variety of literary styles such as argument, explanation, narration, or fantasy, and may include features such as humour and references.</p>	<p>Reading C2</p> <p>My reading covers the same range of activities and topics that I read about in my own language.</p> <p>The use of idiomatic expressions, subtle inferences, colloquialisms, and humour are clear to me, as well as references to the cultural heritage.</p>

Writing Skills

This table provides an overview of skills in Writing.

The first section describes conditions and constraints which apply to a deaf or hard or hearing person using a foreign language at any level of ability in understanding Writing.

The next six sections are short summaries of skills in Writing at levels A1, A2, B1, B2, C1 and C2.

The detailed descriptors of competence for these levels of skill are to be found in the Self-assessment scales in the Language Biography.

<p>Writing at any level</p> <p>Any learner can have problems with writing in a foreign language ⚡ for example, keyboard layouts differ; accents, letter marks and punctuation might appear unusual; and different scripts cause problems.</p> <p>If I write, my spelling might be inaccurate and my handwriting might be unreliable; if I use a keyboard my writing can be slow.</p> <p>If I have particular problems in speaking because I am deaf or hard of hearing, I might change a speaking task to a writing task by writing down what I am trying to say, even with these difficulties.</p>	
<p>Writing A1</p> <p>My writing consists of common words and set phrases. At first, my writing might just be notes to help me learn.</p>	<p>Writing A2</p> <p>At this level my writing is short and simple. It focuses on facts and essential information, using everyday words and phrases. To help me learn, I make notes in the language if I can manage the script.</p>
<p>Writing B1</p> <p>My writing uses a suitable selection of words, grammar and types of sentences which allows me to write in different styles, including explanations, cause and effect, and story-telling.</p> <p>My topics include my past experiences, accounts of events, and explanations about things which have happened, either at work or in my personal life. My descriptions of future hopes, plan or intentions are mainly factual.</p> <p>My writing shows that I am culturally aware in my choice of language and expressions.</p>	<p>Writing B2</p> <p>My writing uses a wide range of language which allows me to freely express opinions, put forward arguments and counter-arguments, and discuss issues which might require tact or some delicacy. If I need unusual words or expressions, I can take them from reference works as required.</p> <p>My writing shows that in my comments or reports (e.g. to make complaints or praise people) I am culturally aware of the effect on my readers.</p>
<p>Writing C1</p> <p>My writing is fluent and covers a wide range of topics, and I use specialist terms and references with ease.</p> <p>My arguments can be persuasive and my proposals are well presented, with, for example, wit and cross-references, used with good effect.</p> <p>My choice of language suits the topics and the reader, and is usually culturally appropriate.</p>	<p>Writing C2</p> <p>My writing covers the same range of activities and topics that I write about in my own language.</p> <p>Where appropriate my writing includes the use of idiomatic expressions, colloquialisms and subtle inferences, and meets the cultural expectations of my readers.</p>

Speaking Skills – Speaking with Other People

This table provides an overview of Speaking Skills in Speaking with Other People (see Note below). The first section describes conditions and constraints which apply to a deaf or hard or hearing person using a foreign language at any level of ability in Speaking with Other People.

The next six sections are short summaries of skills in Speaking with Other People at levels A1, A2, B1, B2, C1 and C2.

The detailed descriptors of competence for these levels of skill are to be found in the Self-assessment scales in the Language Biography.

Note: there is a separate section for Speaking Skills - Making Announcements and Speeches, for example, leaving a telephone message.

<p>Speaking with Other People at any level</p> <p>All learners have problems with Speaking with Other People when learning a language. If I have further problems caused because I am deaf or hard of hearing, I use a variety of ways of helping myself, including the following:</p> <ul style="list-style-type: none"> – make speakers aware of pronunciation problems I might have – offer repetition – use extra gestures and facial expressions – use a variety of maps, symbols, sketches or written words <p>If these techniques are a supplement to my speaking ability, and not a replacement for it, then I consider that I am at the level described below.</p>	
<p>Speaking with Other People A1</p> <p>For these tasks, I use short, familiar questions and answers, and sometimes just single words. Conversations are simple, and my transactions are straightforward.</p>	<p>Speaking with Other People A2</p> <p>At this level my conversations use familiar phrases and sentences. My conversation partner must take the lead in extended dialogues.</p>
<p>Speaking with Other People B1</p> <p>My conversations use a suitable selection of words, grammar and types of sentences which I vary to suit the occasion, expressing my point of view or opinion on topics of interest. In conversation or discussion I may describe and understand past experiences, give an account of events, or express future hopes, plans or intentions.</p>	<p>Speaking with Other People B2</p> <p>If conversations include more than one other speaker, I may need to check who is speaking or see the speaker's face clearly. Conversations or discussions may include explanations of cause and effect, justification for my opinions, or include speculation about what might happen or what might have happened. References to refer to songs, myths, novels, poetry or plays can be made freely.</p>
<p>Speaking with Other People C1</p> <p>At this level, my conversation is fluent, but I will probably need to check meanings in less familiar topics. To make my dialogues easy to understand, my use of language includes improvisation or re-statements, as well as appropriate reference to the cultural heritage.</p>	<p>Speaking with Other People C2</p> <p>My conversations and discussions cover the same range of activities and topics that I am used to in my own language. Where appropriate this includes the use of idiomatic expressions, colloquialisms, subtle inferences and non-verbal communication, and meets the cultural expectations of my listeners.</p>

Speaking Skills – Making Announcements and Speeches

This table provides an overview of *Speaking Skills - Making Announcements and Speeches* (see Note below).

The first section describes conditions and constraints which apply to a deaf or hard or hearing person using a foreign language at any level of ability in Making Announcements and Speeches.

The next six sections are short summaries of skills in Making Announcements and Speeches at levels A1, A2, B1, B2, C1 and C2.

The detailed descriptors of competence for these levels of skill are to be found in the Self-assessment scales in the Language Biography.

Note: there is a separate section for Speaking Skills – Speaking with Other People, for example, having coffee with friend.

<p>Making Announcements and Speeches at any level</p> <p>All learners have problems with Making Announcements and Speeches when learning a language. If I have further problems caused because I am deaf or hard of hearing, I use a variety of ways of helping myself, including the following:</p> <ul style="list-style-type: none"> – make speakers aware of pronunciation problems I might have – offer repetition – use extra gestures and facial expressions – use a variety of maps, symbols, sketches or written words <p>If these techniques are a supplement to my speaking ability, and not a replacement for it, then I consider that I am at the level described below.</p>	
<p>Making Announcements and Speeches A1</p> <p>For these tasks, I use short, familiar words and phrases alone or combined in simple sentences.</p>	<p>Making Announcements and Speeches A2</p> <p>For these tasks, presentations use a series of simple sentences, mainly to describe my experiences or actual events.</p>
<p>Making Announcements and Speeches B1</p> <p>My presentations use a suitable selection of words, grammar and types of sentences to express my point of view or opinion on topics of interest. When I speak, I show awareness of the culture and customs of my listeners.</p>	<p>Making Announcements and Speeches B2</p> <p>Presentations or speeches are quite detailed. They may include explanations of cause and effect, justification for my opinions, or include speculation about what might happen or what might have happened. In all cases, specific terms need to be checked. My speeches might refer freely to matters of cultural interest to my listeners.</p>
<p>Making Announcements and Speeches C1</p> <p>At this level, my presentations and speeches on a wide range of topics are fluent, but I will probably need to prepare specialist words in less familiar topics. To make my presentations easy to understand, my use of language includes improvisation or re-statements, as well as appropriate reference to the cultural heritage.</p>	<p>Making Announcements and Speeches C2</p> <p>My presentations and speeches cover the same range of activities and topics that I am used to in my own language. Where appropriate my speech includes the use of idiomatic expressions, colloquialisms, subtle inferences and non-verbal communication, and meets the cultural expectations of my listeners.</p>

Skills in Understanding What People Say

This table provides an overview of skills in *listening and Understanding What People Say*.

The first section describes conditions and constraints which apply to a deaf or hard of hearing person using a foreign language at any level of ability in understanding what people say.

The next six sections are short summaries of skills in understanding what people say at levels A1, A2, B1, B2, C1 and C2.

The detailed descriptors of competence for these levels of skill are to be found in the Self-assessment scales in the Language Biography.

Understanding What People Say at any level	
<p>If I am deaf or have problems hearing what is said in this language, I use a variety of ways of helping myself, including the following:</p> <ul style="list-style-type: none"> – let people know that I have a hearing loss (deaf or hard of hearing) – ask speakers to help me by speaking more clearly, or by lowering their voice if they are shouting, or by allowing me to see their face. – try to understand what is being said by speech-reading: that is, visually interpreting facial movements (eyebrows, mouth, lips) and body language (e.g. shrugs, hand movements) – combine these ways of understanding with information provided by the context, language, and any residual hearing – ask for repetition from the speaker (e.g. a sales assistant) – ask for repetition from another listener (e.g. for public announcements) – ask the hearing speaker to spell the word or phrase – use aids available to anyone (e.g. volume control, amplifiers) – use my own equipment (e.g. hearing aids, cochlear implant/s, induction loop) – transfer my lip-reading skills, if any, to the new situation <p>Everyday noise (e.g. traffic, restaurant clatter, crowds) can sometimes make hearing very difficult. Difficulty in hearing on certain occasions is not because of a lack of ability by me, but a temporary lack of suitable conditions preventing me from using my ability.</p>	
<p>Understanding What People Say A1</p> <p>At this level my comprehension depends on what is said being routine, using familiar words and phrases in a straightforward way. Conversations must be short and simple and the topics are usually predictable and quite limited. Repetition may be necessary for me to understand.</p>	<p>Understanding What People Say A2</p> <p>Conversations are simple and cover a range of familiar topics, including past events and future plans, as well as references to popular culture such as singers or television shows. Announcements or news items are factual and straightforward. They may have to be repeated to me for me to understand them.</p>
<p>Understanding What People Say B1</p> <p>Conversations can cover many familiar topics, while discussions between several people (live, on television or on radio) need to be straightforward for me to understand them. Speakers can use a selection of words, grammar and types of sentences to express different points of view and opinions on topics of interest.</p>	<p>Understanding What People Say B2</p> <p>Speakers can cover a wide range of topics, using language which may be complicated. At times I will need further explanation of certain phrases or specialist terms to help my understanding.</p>
<p>Understanding What People Say C1</p> <p>At this level, my understanding of a wide range of topics is very good, but I will probably need to check unfamiliar phrases or specialist words. The use of humour or irony and references to the cultural heritage are usually familiar to me.</p>	<p>Understanding What People Say C2</p> <p>Any topic may be talked about using a wide range of language. My understanding will be very similar to my understanding of the same material in my own language, with cultural differences as appropriate, but on occasions I may need to see the speakers' faces.</p>